

MITCHELL ROAD ELEMENTARY

4124 East North Street Ext.
Greenville, SC 29615

GRADES K-5 Elementary School

ENROLLMENT 642 Students

PRINCIPAL Brenda D. Byrd 864-292-7737

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	38	3	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

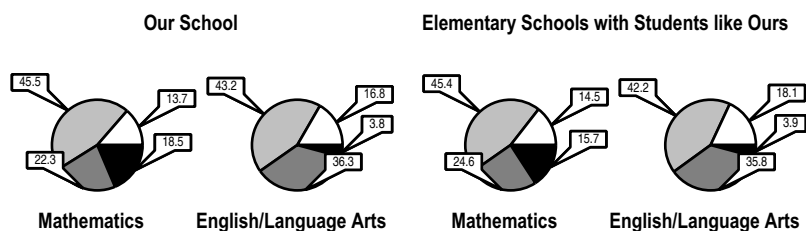
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	37	96	86
Percent satisfied with learning environment	97.3%	91.6%	91.9%
Percent satisfied with social and physical environment	97.2%	94.7%	80.2%
Percent satisfied with home-school relations	100.0%	89.5%	96.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	323	100.0	16.8	43.2	36.3	3.8	40.1	17.6
Gender								
Male	149	100.0	20.7	45.2	31.9	2.2	34.1	17.6
Female	174	100.0	13.4	41.4	40.1	5.1	45.2	17.6
Racial/Ethnic Group								
White	174	100.0	7.0	33.1	53.5	6.4	59.9	17.6
African-American	108	100.0	29.7	52.7	16.5	1.1	17.6	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	36	100.0	21.9	59.4	18.8	N/A	18.8	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	270	100.0	12.7	43.0	40.2	4.1	44.3	17.6
Disabled	53	100.0	37.5	43.8	16.7	2.1	18.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	323	100.0	16.8	43.2	36.3	3.8	40.1	17.6
English Proficiency								
Limited English proficient	17	100.0	40.0	26.7	33.3	N/A	33.3	17.6
Non-limited English proficient	306	100.0	14.4	44.1	37.4	4.1	41.5	17.6
Socio-Economic Status								
Subsidized meals	123	100.0	30.0	54.0	15.0	1.0	16.0	17.6
Full-pay meals	200	100.0	9.9	37.5	47.4	5.2	52.6	17.6

Mathematics								
All students	323	99.7	13.7	45.5	22.3	18.5	40.8	15.5
Gender								
Male	149	100.0	12.6	47.4	21.5	18.5	40.0	15.5
Female	174	99.4	14.6	43.9	22.9	18.5	41.4	15.5
Racial/Ethnic Group								
White	174	100.0	5.7	35.7	26.1	32.5	58.6	15.5
African-American	108	99.1	28.6	59.3	9.9	2.2	12.1	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	36	100.0	9.4	53.1	34.4	3.1	37.5	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	270	99.6	11.9	44.3	24.2	19.7	43.9	15.5
Disabled	53	100.0	22.9	52.1	12.5	12.5	25.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	323	99.7	13.7	45.5	22.3	18.5	40.8	15.5
English Proficiency								
Limited English proficient	17	100.0	13.3	60.0	20.0	6.7	26.7	15.5
Non-limited English proficient	306	99.7	13.3	44.1	23.0	19.6	42.6	15.5
Socio-Economic Status								
Subsidized meals	123	99.2	24.0	62.0	12.0	2.0	14.0	15.5
Full-pay meals	200	100.0	8.3	37.0	27.6	27.1	54.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	97	N/A	22.1	29.5	38.9	9.5	48.4
	Grade 4	96	N/A	13.7	51.6	33.7	1.1	34.7
	Grade 5	118	N/A	13.3	45.1	38.1	3.5	41.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	112	100.0	7.7	30.8	53.8	7.7	61.5
	Grade 4	104	100.0	17.9	47.4	32.6	2.1	34.7
	Grade 5	107	100.0	25.8	52.7	20.4	1.1	21.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	97	N/A	12.6	44.2	29.5	13.7	43.2
	Grade 4	96	N/A	14.7	38.9	24.2	22.1	46.3
	Grade 5	118	N/A	14.2	42.5	25.7	17.7	43.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	112	99.1	7.7	44.2	26.0	22.1	48.1
	Grade 4	104	100.0	13.7	51.6	14.7	20.0	34.7
	Grade 5	107	100.0	20.4	40.9	25.8	12.9	38.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 642)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.9%	Up from 3.4%	2.4%	2.4%
Attendance rate	96.4%	Down from 96.7%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	23.7%	Down from 29.2%	21.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.1%	Down from 7.7%	7.2%	8.0%
Older than usual for grade	0.2%	Down from 0.4%	0.7%	1.1%
Suspended or expelled	0.3%	Down from 0.7%	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	68.3%	Up from 68.1%	54.3%	50.0%
Continuing contract teachers	87.8%	Down from 89.4%	90.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.4%	Up from 86.2%	88.9%	86.2%
Teacher attendance rate	98.1%	Down from 98.2%	95.4%	95.3%
Average teacher salary	\$43,407	Down 3.5%	\$41,329	\$39,909
Prof. development days/teacher	12.9 days	Up from 9.3 days	10.7 days	11.4 days

School				
Principal's years at school	1.0	No change	4.0	4.0
Student-teacher ratio	21.0 to 1	Down from 21.1 to 1	19.7 to 1	18.9 to 1
Prime instructional time	94.1%	Down from 94.2%	90.3%	89.7%
Dollars spent per pupil*	\$5,585	Up 1.8%	\$5,585	\$5,892
Percent spent on teacher salaries*	69.1%	Up from 67.5%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**GOALS AND OBJECTIVES**

The Mitchell Road Elementary faculty, staff, and community developed a comprehensive portfolio outlining three main goals for the school.

1. Ensure all students master grade level standards in mathematics and English/language arts.
2. Provide a safe, orderly, and inviting learning environment for students, staff, and the community.
3. Enhance instruction, improve student achievement, and increase communication through the use of technology.

Goals were written to address specific school needs and components of the school district's Education Plan. The School Improvement Council along with school personnel regularly review the progress made in achieving these goals.

ACCOMPLISHMENTS

Mitchell Road Elementary School has experienced a high level of success over the past several years. It has been named a National Blue Ribbon School of Excellence, a Carolina First Palmetto's Finest School, an Exemplary Writing School, and a model technology demonstration site. Four teachers have been recognized as having model Web sites for the entire school district, and four teachers serve as district technology module instructors. The instructional coach was awarded the Unsung Heroes Award and \$2,000. This was used to purchase a fishpond that will enhance the school's science curriculum.

PLANS FOR THE FUTURE

The faculty and staff along with the community will continue to utilize the school's portfolio to guide the direction for the school. Plans are being developed to implement a mentoring program to benefit specific students. Community members, parents, teachers, and staff members will serve as mentors for students needing assistance in academic or social development. Also, the active involvement of the school's PTA helps provide integral programs that benefit all children. We will strive to increase that involvement so that more children may profit from their efforts. In addition, the high expectations and expertise of the administration, faculty, and staff will enable all students to be successful learners.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.